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Proposed Courses of Study

SOCIAL STUDIES 30

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SENIOR HIGH SCHOOL SOCIAL STUDIES

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SENIOR HIGH SCHOOL SOCIAL STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

"The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable, and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community."

Secondary Education in Alberta (June 1985)

Social studies is a school subject that assists students to acquire basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, the behavioural sciences and humanities. The content serves as the context in which important skills and attitudes are developed.

Central to all curricula are the students. The Alberta Social Studies Program takes the following factors into account:

The Nature and Needs of the Learner: The expected learnings are consistent with the social and intellectual maturity of the students.

The Nature and Needs of a Changing Society: The program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.

The Nature of Knowledge in Each Subject Area: The program content reflects the vast scope of the disciplines of history, geography, economics and social sciences at a level consistent with the maturity of students.

The Learning Environment: The program identifies what is to be taught and provides the flexibility for teachers to adapt the program to meet the needs of the learners. It addresses the needs and conditions in schools and the availability, accessibility and variety of learning resources within the school and community.

In our changing society, students will need to be practised at using a variety of skills and strategies. Students will need to be able to acquire knowledge, to interpret and communicate information, and to solve problems and make decisions. In doing all of this, students require a wide range of critical and creative thinking skills and strategies which they can apply to a variety of situations. Therefore, the concept of learners as receivers of information should be replaced with a view of learners as self-motivated, self-directed problem solvers and decision makers who are developing the skills necessary for learning and who develop a sense of self-worth and confidence in their ability to participate in a changing society.

B. GOAL AND OBJECTIVES OF SOCIAL STUDIES

RESPONSIBLE CITIZENSHIP is the ultimate goal of social studies. Basic to this goal is the development of critical thinking. The "responsible citizen" is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights, and responsibilities of a citizen in a democratic society and a citizen in the global community
- participating constructively in the democratic process by making rational decisions
- respecting the dignity and worth of self and others.

Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. However, knowledge is changing rapidly. These changes bring into focus the need to provide the knowledge and skills necessary to meet the challenges of, and keep pace with, an ever-changing world. Therefore, emphasis is placed on learning those social studies facts, concepts, generalizations and skills that are useful for lifelong learning and responsible citizenship.

Social studies is organized around knowledge, skill, and attitude objectives. These objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously. The responsible citizen uses the knowledge, attitudes and skills acquired in the school, the family, and the community.

In order to understand why people act the way they do, one has to examine the underlying reasons for their actions, including their values. Development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives, and development of competencies (value analysis, decision making) is incorporated in the skill objectives.

KNOWLEDGE OBJECTIVES – To be a responsible citizen, one needs to be well informed about the past as well as the present, and to be prepared for the future by drawing on history and the social sciences disciplines. The knowledge objectives take into account the history of our community, the nature of democratic society, an understanding of the nature of man, and an understanding of our changing social, political, technological and economic environment.

Knowledge objectives for social studies topics are organized through generalizations and key understandings, concepts, and related facts. A generalization is a rule or principle that shows relationships between two or more concepts. A key understanding is a statement of a major understanding related to the content of the unit. A concept is an idea or meaning represented by a word, term or other symbol that stands for a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas.

SKILL OBJECTIVES – Skills are taught best in the context of use rather than in isolation. While skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. There is a wide variety of thinking skills essential to social studies. These skills are not intended to be developed separately or sequentially and are intertwined with the knowledge and attitude components. Skill objectives for social studies are grouped into the following categories:

- | | |
|-----------------------------|--|
| Process Skills | - skills that help one acquire, evaluate and use information and ideas |
| Communication Skills | - skills that help one express and present information and ideas |
| Participation Skills | - skills that help one interact with others |

Inquiry Strategies - Inquiry strategies help one answer questions, solve problems and make decisions using process, communication and participation skills. Thinking skills are developed by providing students with many experiences using strategies such as problem solving and decision making. The intent is to provide many opportunities within a topic/grade to use problem solving and/or decision making so that the students learn the strategies and then are able to transfer the skills to their own lives. Each topic includes questions that range from those that have an answer based on the available evidence, to those that are issues which need to be resolved. A problem may be defined as any situation for which a solution is desired. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Each topic includes a section "Issues and Questions for Inquiry". These sections are not intended to be exclusive. The success of inquiry is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful, and of interest to students. Issues and questions can be teacher or student generated.

Issues and questions may be investigated using different strategies. Critical thinking and creative thinking may be encouraged by using a variety of inquiry strategies such as the problem-solving, decision-making and inquiry process models outlined below. Inquiry calls for choosing and blending strategies. Sometimes, a step-by-step approach may be best. At other times, a more flexible approach may be used. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity. Problem solving is a strategy of using a variety of skills to answer a question or solve a problem (who, why, what, where, when, how). Decision making is a strategy that uses values and a variety of skills to determine a solution to a problem/issue that involves a choice (should, how should, to what extent should) and that requires a decision for action. Large issues requiring a policy decision may be addressed through an inquiry strategy similar to the 1981 inquiry process model. (The strategies provided in curriculum documents vary from elementary through secondary levels.)

A MODEL FOR ANSWERING
QUESTIONS OR SOLVING
PROBLEM

- Define a question/problem
- Develop questions or hypotheses to guide research
- Gather, organize and interpret information
- Develop a conclusion/solution

A MODEL FOR MAKING
DECISIONS

- Identify an issue
- Identify possible alternatives
- Devise a plan for research
- Gather, organize and interpret information
- Evaluate the alternatives using collected information
- Make a decision; plan or take action consistent with the decision (if desirable and feasible)
- Evaluate the action plan and decision-making process

INQUIRY PROCESS
MODEL (1981)

- Identify and focus on the issue
- Establish research questions and procedures
- Gather and organize data
- Analyze and evaluate data
- Synthesize data
- Resolve the issue
- Apply the decision (or postpone taking action)
- Evaluate the decision, the process, and (where pertinent) the action

ATTITUDE OBJECTIVES – The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, and learning in an atmosphere of free and open inquiry. Attitude objectives should receive continuous and informal evaluation.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students should develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy, including an appreciation of the rights, privileges, and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global).

C. LEARNER EXPECTATIONS

The **specific** learner expectations in Social Studies 30 and 33 are outlined in the topics as specific learner objectives and organized into knowledge, skill and attitude objectives. These objectives will be integrated into appropriate classroom experiences (exercises and activities) for learners. The **required** component comprises 80% of the program and is represented by topics and statements of objectives that follow. The required component contains the knowledge, skills and attitudes that all students should be expected to acquire. The **elective** component should occupy 20% of the program. The elective component provides enrichment and remediation consistent with the content and objectives of the required component and provides opportunities to adapt or enhance instruction to meet the diverse needs and abilities of students.

The study of **current affairs** adds considerably to the relevance, interest and immediacy of the Alberta Social Studies Program. It is expected that current affairs will be handled as inclusions and extensions of curricular objectives, not as a separate topic isolated from the program. This does not preclude examination of events or issues of significant local, national or international importance, provided a balanced approach that encourages the goals of responsible citizenship is employed and the prescribed objectives of the course are met.

Evaluation, within the Alberta Social Studies Curriculum, is the process of collecting, processing, interpreting and judging program objectives, teaching strategies, student achievement, and instructional resources. Evaluation is important during all phases of planning and learning. It should begin with diagnosis of student needs, and include consideration of ways that basic resources and support materials can be used to improve learning. Formative evaluation determines how well students are achieving prescribed objectives, and permits the planning of specific learning experiences. Final or summative evaluation should occur at the end of each prescribed topic. Usually, its purpose is to assign a grade and assess the degree of overall success in meeting learning expectations. Evaluation should measure the level of achievement of the student on the learner expectations in the program including knowledge, skill and attitude objectives. Assessment of attitude objectives should not be used as part of the summative evaluation for the calculation of grades. Further information on evaluation is provided in the teacher resource manual.

SOCIAL STUDIES 30
The Contemporary World
Topic A: Political and Economic Systems

DESCRIPTION

The twentieth century has been dominated by interactions among nations. These nations are organized into different political and economic systems. In order to better understand the contemporary world, students must critically examine the underlying theories and principles of these systems. Students must also develop an understanding of the main features of political and economic systems and the circumstances under which political and economic systems have developed, been challenged and changed in practice. Students should focus on the roles of the individual and groups in various political and economic systems and the appropriate balance between the collective good and individual interests in society.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- a) analyze and compare features of political and economic systems
- b) assess why political and economic systems differ in theory and practice
- c) defend their choice of the most desirable and effective features of selected political and economic systems
- d) suggest changes that political and economic systems could incorporate to better serve the needs and interests of individuals and society.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments and other activities which give them an opportunity to participate in and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry. Issues and questions should be selected in a manner that covers both the political and economic components of the topic.

Issues:

- a) To what extent should political decision making be restricted to a particular group in society?
- b) To what extent should political and economic systems emphasize the collective good at the expense of individual interests?
- c) Should the government intervene in the economic system to protect the interests of society?
- d) To what extent should minority rights be protected in society?/Should there be limits on the rights of the majority?

Questions:

- e) How are the rights and responsibilities of the individual provided for in various political and economic systems?
- f) What features of the Canadian political and economic system allow individuals to participate in decision making?
- g) What similarities and differences exist between ideological theory and practice in various political and economic systems?
- h) How do political and economic systems adapt to meet the challenges of changing circumstances?
- i) In what ways does the Canadian government intervene in the Canadian economic system?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Sample instructional models are provided in the teacher resource manual. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill, and attitude objectives should be integrated for instructional purposes and pursued simultaneously. It is intended that each topic should receive equal emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

KNOWLEDGE OBJECTIVES

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts and related facts and content should be developed and used to facilitate an understanding of the generalizations and key understandings. Further clarification of the knowledge objectives may be found in the teacher resource manual.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Political and Economic Systems in Theory <i>Students will be expected to understand that:</i> a) ideologies contain beliefs and ideas about human nature and are used to explain and justify political and economic systems	<i>Students will be expected to develop an understanding of the following concepts:</i> ideology individualism collectivism	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i> <u>Identify the principle features of:</u> ● liberalism ● conservatism ● socialism ● capitalism ● fascism ● communism

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Political and Economic Systems in Theory (continued) b) political systems are organized to allocate political power in society; political power involves the authority to make and to implement decisions in society c) political systems may be organized in a democratic manner	power decision making democracy	<u>Examine the role of the following in the allocation of power and the organization and operation of political systems:</u> ● constitution - executive power - legislative power - judicial power ● laws, rules and regulations as they apply to: - political parties - voters - system of representation - interest groups - media - dissemination of information - limits on dissent - role of the military, police, civil service <u>Briefly identify the major types, characteristics and features of democratic systems:</u> ● types - direct/representative - federal/unitary - parliamentary - presidential ● characteristics/features - majority rule - citizenship participation - accountability of government to the people - minority rights - guarantee of individual rights and freedoms - opposition - limits on dissent - provision for changes to the system

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Political and Economic Systems in Theory (continued) d) political systems may be organized in a dictatorial manner e) economic systems are organized to deal with the production and distribution of goods and services in society f) economic systems may be based on the principles of private enterprise	dictatorship scarcity private enterprise capitalism	<u>Briefly identify the major types, characteristics and features of dictatorship:</u> • types - autocracy - oligarchy - majority tyranny - absolute monarchy - military dictatorship • characteristics/features - authoritarian - totalitarian - use of force - control of media - controlled participation - limits on dissent - accountability of government - provision for changes to the system <u>Examine the basic economic questions which must be answered in any economic system:</u> • what to produce? - limits - choices/opportunity costs • how to produce? - land/labour/capital • how to distribute? - allocation of goods/services • who makes the decisions about the allocation of resources, methods of production and the distribution of goods and services? <u>Identify the major characteristics of a private enterprise system:</u> • private property • competition • individual incentive • supply and demand • how the basic economic questions are answered

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Political and Economic Systems in Theory (continued) g) economic systems may be based on principles of public enterprise	public enterprise socialism	<u>Identify the major characteristics of a public enterprise system:</u> • collective property • cooperation • group incentive • planned economy • how the basic economic question are answered

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme II: Political and Economic Systems in Practice <i>Students will be expected to understand that:</i> a) in practice, political and economic systems differ from theory b) political and economic systems adapt to new ideas and changing circumstances c) political leaders achieve, exercise and maintain power in different ways	<i>Students will be expected to develop an understanding of the following concepts:</i> mixed economy adaptation tradition authority collectivization privatization mixed economy intervention depression majority rule authoritarianism elitism popular support	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i> <u>Use Canada, the United States, the U.S.S.R., Nazi Germany and Sweden as case studies of how ideas and ideologies are used in practice.</u> Use other appropriate examples to illustrate how systems differ from theory. <u>Briefly examine the following examples of political and economic changes in:</u> • the Soviet Union, including changes introduced under the leadership of Lenin, Stalin, and Gorbachev • the changing role of government in the Canadian economic system • changes resulting directly from the depression in the United States <u>Examine how political power was achieved, exercised and maintained in democracies and dictatorships. Examples should be draw from:</u> • Canada - e.g., electoral process

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme II: Political and Economic Systems in Practice (continued) d) in political and economic systems the role of the individual is affected by the balance between the collective good and individual interests in any society e) new issues and ideas challenge traditional political and economic beliefs and practices	individualism collectivism democratic socialism political rights economic rights minority rights human rights justice human survival	- the United States - e.g., election process and power of the president - the U.S.S.R. - e.g., the role of the communist party in selecting and maintaining leadership - Nazi Germany - e.g., the rise, consolidating and exercising of power <u>Examine the role of the individual in different political and economic systems:</u> - examples should include: - Canada - the U.S.A. - the U.S.S.R. - Sweden - Nazi Germany <u>Consider the role of laws, rules and regulations, and basic rights, as well as responsibilities of the individual in these societies.</u> <u>Examine recent issues that illustrate the need for change and adaptation in existing political and economic arrangements. These may involve issues drawn from:</u> - environmental concerns - ideological challenges - distribution of wealth - threats to peace

SKILL OBJECTIVES

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will develop the ability to:

- a) access and use appropriate sources of information
- b) synthesize information and ideas
- c) determine underlying assumptions of a statement or position
- d) formulate and evaluate alternative conclusions, solutions and decisions.

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will develop the ability to:

- a) communicate effectively in oral and written form
- b) develop a thesis and support it in a well written essay
- c) express ideas and information by constructing graphs, charts, concept maps and timelines
- d) rationally defend a point of view.

Participation Skills

Participation skills enable students to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

- a) work effectively with others in a group setting to reach consensus or compromise
- b) assume appropriate leadership and support roles
- c) use a variety of skills in an appropriate manner (exhibit confidence in their own ideas and work, but present them in a considerate manner).

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will develop the ability to:

- a) design, select, and use appropriate inquiry strategies to answer questions, solve problems and make decisions
- b) demonstrate maturity of thought in stating and defending a position
- c) use creative analogy and metaphor to show relationships or to describe a situation.

ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

In this unit, students will be expected to:

- a) appreciate independent and critical thinking about significant social issues
- b) value intellectual curiosity, open-mindedness and interest in current issues related to political and economic systems
- c) appreciate the strengths and weaknesses of different economic and political systems
- d) demonstrate a commitment to citizenship in democratic systems.

SOCIAL STUDIES 30

The Contemporary World

Topic B: Global Interaction in the Twentieth Century

DESCRIPTION

In the twentieth century, nations have used a variety of means to protect, sustain and enhance their national interests. Interaction among nations has increased global interdependence. Since world peace and security depend on limiting confrontations and increasing cooperation and understanding, individuals, groups and nations must make informed decisions on issues regarding their interests and global survival. Students should focus on the motives, consequences and alternative choices in twentieth century global interactions since the First World War.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- a) evaluate the desirability and effectiveness of the strategies and techniques used by individuals and governments to further their national interests
- b) analyze international events to determine their impact on people and on global cooperation and understanding
- c) evaluate and assess a variety of viewpoints on international issues before forming an opinion
- d) propose solutions to international problems and assess the viability of the alternatives.

It must be recognized the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments and other activities which give them an opportunity to participate in and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Issues:

- a) Should individuals, groups and nations pursue international stability at the expense of national interests?
- b) Should international organizations be used to achieve global collective security?
- c) Should nations form alignments to protect their own interests or to further international understanding?
- d) Should nations pursue national interests beyond their boundaries?

Questions:

- e) What motivates nations to take on particular roles in international affairs?
- f) What are the major causes of twentieth century confrontations?
- g) What agencies exist to encourage cooperation among states?
- h) In what ways are relations between the superpowers changing?
- i) What role can an individual or group play in international affairs?
- j) How has the power and influence of nations shifted in the course of the twentieth century?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Sample instructional models are provided in the teacher resource manual. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill, and attitude objectives should be integrated for instructional purposes and pursued simultaneously. It is intended that each topic should receive equal emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

KNOWLEDGE OBJECTIVES

The generalization and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts and related facts and content should be developed and used to facilitate an understanding of the generalizations and key understandings. Further clarification of the knowledge objectives may be found in the teacher resource manual.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: International Confrontation and Cooperation: An Introduction <i>Students will be expected to understand that:</i> a) international confrontations arise from a variety of motives and result in different types of interactions	<i>Students will be expected to develop an understanding of the following concepts:</i> confrontation	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i> <u>Briefly examine the reasons for confrontation between nations by drawing on historical or current examples to illustrate the following motives and types of international confrontation:</u> ● motives – nationalism – ethnocentrism – independence – expansionism – ideology/beliefs

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: International Confrontation and Cooperation: An Introduction (continued) b) international cooperation arises from a variety of motives and results in different forms of cooperation	cooperation	• types of confrontation - total war - limited war - guerrilla war - terrorism - brinkmanship - diplomatic - economic - other <u>Briefly draw on historical or current examples to illustrate the following motives and types of international cooperation:</u> • motives - collective security - internationalism - nationalism - balance of power - humanitarianism - global survival - other • forms of cooperation - alliances - economic blocs - political groupings - regional organizations - international organizations - agreements - non-governmental organizations • cultural groups • popular movements - other

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme II: Global Interactions: Interwar Period and World War II <i>Students will be expected to understand that:</i> a) international agreements may create the grounds for future confrontations b) attempts at international cooperation are sometimes successful c) security arrangements may strengthen or undermine global systems of collective security	<i>Students will be expected to develop an understanding of the following concepts:</i> nationalism national security self-determination reparations internationalism regional security global collective security alliances	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i> <u>Examine the situation at the end of WWI and the Treaty of Versailles to illustrate how the settlements contributed to future confrontations:</u> • territorial adjustments • arms restrictions • reparations • limitations on sovereignty • grievances <u>Identify examples of international cooperation in the inter-war period:</u> • League of Nations • treaties • conferences • popular movements <u>Examine the search for security in the 1920's and 1930's by referring to:</u> • global collective security – League of Nations • regional security arrangements – Little Entente • isolationism – United States • search for security – U.S.S.R.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme II: Global Interactions: Interwar Period and World War II (continued) d) expansionist foreign policy may arise from a variety of motives or circumstances and elicit a variety of responses e) the Second World War altered both the nature of warfare and the international balance of power f) the scale of destruction in modern war has focused attention on principles of justice and human rights	economic security ideologies imperialism expansionism appeasement conflict total war genocide balance of power justice human rights	<u>Examine the policies and motives of nations who promoted or opposed expansionism in the 1930's.</u> • refer briefly to the circumstances faced by Germany, Italy, Japan, the U.S.S.R., France and Great Britain <u>Examine the impact of the Second World War on people and international relationships:</u> • illustrate the changing nature of warfare and its impact by examining: - the expansion of the Axis powers - the turn of the tide - the defeat of the Axis powers - the holocaust - civilian bombing - Hiroshima/Nagasaki - the wartime conferences <u>Refer to the following to illustrate the increased concern about justice and human rights:</u> • Atlantic Charter • war crimes trials • International Declaration of Human Rights

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme III: The Rise and Interaction of the Superpowers <i>Students will be expected to understand that:</i> a) a shift in the balance of power results in changed relationships among nations b) decolonization and the emergence of new nations have influenced the foreign policies of the superpowers c) arrangements for global collective security reflect the realities of power and a desire for collective security d) the superpowers have faced pressures of self-determination within their spheres of influence	<i>Students will be expected to develop an understanding of the following concepts:</i> balance of power spheres of influence containment cold war decolonization guerrilla warfare limited war global collective security terrorism non-alignment civil war spheres of influence self-determination	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i> <u>Describe the emergence of the cold war in Europe and Asia</u> • the Iron Curtain • Marshall Plan • Truman Doctrine • NATO • Warsaw Pact • Chinese Revolution • Korean War <u>Briefly examine how issues raised by the emergence of new nations influenced the foreign policy of the super powers:</u> • India and Pakistan • Israel • China • Africa (effect on the balance within the United Nations) • U.S. involvement in South East Asia <u>Describe the structure, procedures and role of the United Nations in maintaining international peace</u> • General Assembly • Security Council • peacekeeping forces <u>Briefly examine the challenges faced by the Soviet Union in Eastern Europe, the USA in Central America and in the Caribbean, and both super-powers in the Middle East.</u>

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme IV: Contemporary Global Interactions (continued) b) large scale cooperation and understanding are being attempted in a number of regions c) concern for global peace, human rights and the environment have emphasized the need for international cooperation and understanding	regional cooperation humanitarianism environmental responsibility	<u>Describe the arrangement for regional cooperation in the European Community and in one of the following organizations:</u> • Association of South East Asian Nations (ASEAN) • Organization of African Unity (OAU) • Organization of American States (OAS) <u>Identify the role of the following in international cooperation and understanding:</u> • Helsinki Agreements • Amnesty International • environmental groups and conferences • peace movements

SKILL OBJECTIVES

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will develop the ability to:

- a) prepare, interpret and analyze retrieval charts, concept maps, timelines, graphs and maps
- b) critically evaluate the relationship among purpose, message and intended audience of visual communication
- c) analyze information from a variety of sources, compare different points of view, and predict outcomes
- d) propose and evaluate solutions to international disputes.

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will develop the ability to:

- a) express ideas clearly in oral form for a variety of purposes to different audiences
- b) write persuasively and effectively to support one's point of view
- c) construct and use visual aids to support ideas.

Participation Skills

Participation skills enable students to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

- a) display self-confidence, and respect for the opinion of others when exploring social issues
- b) work effectively with others in a variety of group settings
- c) become involved in social and political processes
- d) exercise the responsibilities, obligations and duties inherent in a democratic way of life.

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will develop the ability to:

- a) describe the cause and effect relationships between historical events, and recognize the relationship between events
- b) relate historical events to present circumstance
- c) evaluate strategies used by nations, organizations, and individuals in dealing with international problems
- d) use appropriate inquiry models to answer questions, solve problems, and resolve issues regarding international interactions.

ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

In this unit, students will be expected to develop:

- a) a sense of curiosity regarding patterns of global interaction
- b) an appreciation of the interdependent nature of the world
- c) an active interest in international issues and events
- d) a personal commitment to the achievement of more constructive and positive global interactions.

SOCIAL STUDIES 33
The Contemporary World
Topic A: Political and Economic Systems

DESCRIPTION

Important differences exist in the way societies make decisions and how they satisfy their needs and wants. These differences reflect the value placed on individual goals and collective goals within political and economic systems. Consequently the degree of freedom and control varies among different political and economic systems. The objective of this study is to enable students to acquire an understanding of major political and economic ideas and systems so that they can participate as effective and responsible citizens.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- a) compare the basic characteristics of the major political and economic systems
- b) evaluate strengths and weaknesses of the major political and economic systems in practise
- c) identify various viewpoints on issues and recognize the values underlying differing positions
- d) critically examine political and economic systems in order to determine which elements are most desirable
- e) propose solutions to political and economic problems.

It must be recognized the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments and other activities which give them an opportunity to participate in and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry. Issues and questions should be selected so that both the political and economic components of the topic are addressed.

Issues:

- a) Should individuals be held responsible for their own economic well being?
- b) To what extent should governments control the lives of individuals?
- c) To what extent should governments pursue the common good?
- d) Should individuals be obligated to vote?

Questions:

- e) What are the essential features of the major political and economic systems?
- f) In what ways does leadership in democracies compare with leadership in authoritarian states?
- g) How do individuals exert influence within the major political systems?
- h) What are the similarities and differences between public and private enterprise?
- i) How are the decisions about the production and distribution of goods and services determined in each economic system?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Sample instructional models are provided in the teacher resource manual. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill, and attitude objectives should be integrated for instructional purposes and pursued simultaneously. It is intended that each topic should receive equal emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

KNOWLEDGE OBJECTIVES

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important objectives within each topic.** The concepts and related facts and content should be developed and used to facilitate an understanding of the generalizations and key understandings. Further clarification of the knowledge objectives may be found in the teacher resource manual.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Political Systems <i>Students will be expected to understand that:</i> a) all societies have a form of political organization for decision making	<i>Students will be expected to develop an understanding of the following concepts:</i> organization order security decision making	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i> <u>Students will examine simple organizational models relevant to student experiences to show the decision-making process:</u> e.g., home, school, work, clubs, teams

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Political Systems (continued) b) political systems are organized for the exercise of power by individuals and/or groups based on their ideology c) the role of the individual varies from one political system to another d) political systems continue to evolve because of challenges	power leadership democracy participation majority rule/ minority rights dictatorship/elite ideology fascism communism human rights citizenship constitutional change reform	<u>Briefly compare dictatorship and democracy in terms of:</u> • simple models of power and decision making - leadership (responsibility, division of power) - citizen's role • ideology - view of human nature - goals of systems <u>Using the criteria above to illustrate differences among the major political systems in practice, briefly examine examples of:</u> • democracies - Canada - U.S.A. - Sweden - other • dictatorships - Nazi Germany - U.S.S.R. - other <u>Compare political systems in terms of:</u> • individual participation • decision making • basic human rights and freedoms <u>Examine recent examples of political change:</u> • Canada - Constitution Act, 1982 (Canadian Charter of Rights and Freedoms) - political changes • other countries - U.S.S.R. (glasnost)

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme II: Economic Systems <i>Students will be expected to understand that:</i> a) there are limits to meeting the needs and wants of individuals, and therefore economic decisions must be made b) economic systems are organized in different ways to deal with basic economic questions that arise from the problem of scarcity	<i>Students will be expected to develop an understanding of the following concepts:</i> scarcity needs wants cooperation competition private enterprise public enterprise mixed economy individualism collectivism	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i> <u>Use examples from student experiences to develop ideas about how we make choices within the limits of our resources</u> • e.g., home, school, community, work <u>Briefly examine the basic economic questions and how they are addressed in economic systems. How is it decided:</u> • what is produced? • how it is produced? • how it is distributed/allocated? <u>Identify the essential features of the following types of economic systems:</u> • market economy (capitalism) - supply and demand - individualism - incentive - private ownership • planned economy (socialism and communism) - central planning - collectivism - incentive - public ownership • mixed economy - balance between private and public enterprise - direct and indirect controls <u>Briefly examine how economic decisions are made in the following countries:</u> • Canada • the U.S.A. • the U.S.S.R. • Sweden

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme II: Economic Systems (continued) c) each economic system provides benefits to individuals in varying degrees d) governments change policies to accommodate changing circumstances	standard of living quality of life government intervention privatization	<u>Compare each economic system in terms of:</u> • individual security • economic freedom • consumer choice • economic stability • economic growth • availability of basic services • efficiency • distribution of income • cost of living <u>Examine several of the following and refer to current illustrations where appropriate:</u> • incentives/subsidies • interest rate/money supply • redistribution of wealth • ownership and regulation of business • job creation • environmental legislation • other (i.e., perestroika)

SKILL OBJECTIVES

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing, and evaluating.

Students will develop the ability to:

- a) select and organize information from a variety of references for a particular purpose
- b) note key ideas to identify a speaker's or writer's purpose
- c) interpret information by selecting main ideas, key points and supporting points
- d) analyze information to detect bias, propaganda or opinion
- e) synthesize information to formulate alternative positions.

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression

Students will develop the ability to:

- a) acquire and use vocabulary appropriate to course content
- b) express and defend a point of view
- c) select and use an appropriate medium for presenting ideas
- d) clearly express ideas in oral and written form.

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

- a) show respect for the rights and opinions of others
- b) work independently and in group settings
- c) share information on controversial issues in a rational manner
- d) identify and apply leadership abilities.

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will develop the ability to:

- a) distinguish between relevant and irrelevant information
- b) use an appropriate problem-solving model to answer a question, or solve a problem
- c) employ a decision-making model to examine alternatives for resolving an issue
- d) evaluate alternative political and economic systems in respect to individuals, groups and society.

ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

In this unit, students will be expected to develop:

- a) a willingness to accept some responsibility for political and economic matters affecting society
- b) a willingness to consider a variety of perspectives on an issue before making a decision
- c) an appreciation that decision making should be based on a critical examination of information and alternative viewpoints
- d) a positive attitude toward the exercising of responsibilities and rights of citizenship in a democratic society.

ATTITUDE QUESTIONNAIRE

The purpose of this study is to determine the attitudes of students and the effectiveness of the program. The study was conducted in a high school in the state of Texas. The study was conducted in a high school in the state of Texas. The study was conducted in a high school in the state of Texas.

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SOCIAL STUDIES 33

The Contemporary World

Topic B: Global Interaction in the Twentieth Century

DESCRIPTION

Global interaction has been largely motivated by nations and groups seeking to promote and protect their own interests. In addition, several international organizations and individuals have worked toward humanitarian goals. Concern about the consequences of conflict, a desire for peace, and an awareness of the interdependence of nations have led to increasing efforts and initiatives toward international cooperation. In order for students to participate effectively as responsible citizens of Canada and the world, they should understand how nations and groups have sought to protect and promote their national interests. They should also appreciate how individuals and groups have contributed to, and have been affected by, global interactions, and how these have consequences for their lives and the global community.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- a) develop criteria to assess efforts to promote international cooperation
- b) develop and evaluate approaches to resolving international disputes
- c) analyze the causes and consequences of selected major international disputes
- d) evaluate the foreign policy goals of a nation
- e) assess current international events from varying perspectives.

It must be recognized the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations, research assignments and other activities which give them an opportunity to participate in and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Issues:

- a) Should nations ever go to war?
- b) To what extent should nations promote international cooperation and peace?
- c) Should individuals/organizations have an active role in international affairs?
- d) To what extent should global welfare override national needs and wants?

Questions:

- e) What major factors influence interaction among nations?
- f) How do nations seek to protect and enhance their national interests?
- g) What are the major consequences of selected international disputes?
- h) In what ways can individuals contribute to resolving world problems?
- i) How have nations worked together to solve problems?
- j) What are the major threats to global survival and how best can these be reduced?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Sample instructional models are provided in the teacher resource manual. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill, and attitude objectives should be integrated for instructional purposes and pursued simultaneously. It is intended that each topic should receive equal emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

KNOWLEDGE OBJECTIVES

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts and related facts and content should be developed and used to facilitate an understanding of the generalizations and key understandings. Further clarification of the knowledge objectives may be found in the teacher resource manual.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Interactions Among Nations (1919-1945) <i>Students will be expected to understand that:</i> a) interactions among nations involve a wide range of motives, methods and consequences	<i>Students will be expected to develop an understanding of the following concepts:</i> nationalism internationalism	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i> <u>Students will examine simple models and/or examples from current events and student experiences to develop ideas about motives, methods and consequences of global interactions:</u> • motives - security - peace - prosperity - promote or defend against ideologies - prestige

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Interactions Among Nations (1919-1945) (continued)		
	cooperation conflict	• methods - treaties - diplomacy - sanctions - alliances - international law - agreements - confrontations - war • consequences - new social roles and attitudes - new economic and political relations - territorial changes
b) major interactions among nations often result in changes within countries	self-determination social change	<u>Examine some of the changes which occurred as a result of WWI</u> • the effect of changes in the Treaty of Versailles on Germany • disintegration of the Austro-Hungarian empire and the creation of new states • rise of the U.S.A. as a major economic power; renewed isolation • social transformation - role of women - attitudes toward war
c) global interaction results in new directions in international relationships	global collective security national security	<u>Examine the efforts of nations to provide for their security:</u> • League of Nations • disarmament conferences • regional alliances
d) economic crisis may intensify nationalist feeling	depression	<u>Examine the challenges to international security prior to WWII:</u> • the Depression - protectionism - indebtedness

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme I: Interactions Among Nations (1919-1945) (continued) e) developments in military technology coupled with extreme nationalism and racism have increased the destructiveness of war Theme II: The Rise of the Superpowers and the Emergence of the United Nations (1946-1975) <i>Students will be expected to understand that:</i> a) since World War II, nations and international organizations have used a variety of means to provide for national interests and international stability in the world	militarism aggression arms race appeasement total war genocide war crimes superpowers collective security regional alliances international organizations	• rise of totalitarian states - Nazi Germany - Japan - other examples • failure of global collective security - Japan • invasion of Manchuria - Germany • rearmament • expansionism • Munich Agreement <u>World War II</u> • causes • characteristics • consequences - mass bombings - holocaust - nuclear weapons <i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i> <u>Students should examine how the following relate to international cooperation, international confrontation and superpower management of conflict:</u> - wartime conferences - United Nations - Marshall Plan - Comecon - European Community (EC)

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme II: The Rise of the Superpowers and the Emergence of the United Nations (1946-1975) (continued) b) the ideological struggle between the U.S.S.R. and the U.S.A. dominated international relations c) the emergence of new nations has affected the role of the super-powers and international relations	brinkmanship spheres of influence confrontation containment nuclear weapons deterrence decolonization revolution military intervention non-alignment wars of independence	<u>Refer to the following items to illustrate the struggle between the U.S.A. and the U.S.S.R.:</u> • Cold War • Truman Doctrine • arms race/nuclear weapons • Korean War • NATO • Warsaw Pact • NORAD • Cuban Missile Crisis <u>Students should briefly examine the impact of the emergence of new nations on international relations. Use the following examples to illustrate different effects:</u> • independence of India and Pakistan • Chinese Revolution • new nations of Africa • Vietnam War • Middle East • UNESCO, UNICEF
Theme III: Interactions in the Contemporary World (1975 - Present) <i>Students will be expected to understand that:</i> a) the role of the superpowers in international relations is changing	<i>Students will be expected to develop an understanding of the following concepts:</i> disarmament conflict management peaceful coexistence detente	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i> <u>Students should examine examples of tension and cooperation between the superpowers:</u> • tensions - Afghanistan - Central America

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Theme III: Interactions in the Contemporary World (1975 - Present) (continued) c) individuals and organizations play a major role in addressing international issues	disarmament environmentalism human rights	<u>Students should examine current examples of how individuals and groups are attempting to solve international concerns and problems:</u> • human rights movements • peace movements • ecological movements • international conferences and organizations

SKILL OBJECTIVES

Skills have been organized into process, communication and participation categories with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in the other topic or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing, and evaluating.

Students will develop the ability to:

- a) locate, select interpret and organize information from print and non-print sources
- b) interpret visual imagery and recognize cartoons and pictures as sources of information
- c) analyze information to determine accuracy and relevancy
- d) synthesize information gathered from a variety of sources
- e) evaluate the appropriateness of the process used to arrive at a decision.

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will develop the ability to:

- a) deliver information in oral presentations with the aid of prepared notes
- b) defend a point of view in a written composition
- c) demonstrate learning by producing or displaying work such as models, timelines, art work, cartoons and videotapes
- d) use prewriting strategies in the preparation and development of written work; e.g., brainstorming, concept mapping, and outlining.

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will develop the ability to:

- a) contribute ideas confidently in a variety of group settings such as brainstorming, class discussions, and small group discussions
- b) work effectively with others in a variety of group settings
- c) participate respectfully in a group setting by assuming various roles (leader, participant, recorder, reporter, etc.).

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will develop the ability to:

- a) use appropriate inquiry models to answer questions, solve problems and resolve issues regarding perspectives on global interaction
- b) develop a conclusion/solution to problems and issues related to global interaction
- c) assess evidence and evaluate solutions to problems and issues as to feasibility and desirability
- d) assess the impact of global interaction on their lives.

ATTITUDE OBJECTIVES

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

In this unit students will be expected to develop :

- a) an appreciation for the variety of perspectives and different solutions to an issue
- b) a desire to keep informed on issues that affect society
- c) an appreciation for the efforts of nations, groups and individuals to find constructive ways of resolving international differences
- d) a tolerance for the opinions, values and attitudes of others.

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